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ABSTRACT

Intended for use by the teacher of a preparatory writing course at the college entry level, this developmental writing module is intended to provide students with some basic grammatical and organizational tools that will enable students to express themselves in writing well enough to answer coherently short essay questions, and succeed in a freshman composition course. The module is prepared for use with the text, "The Least You Should Know about English: Basic Writing Skills," and presumes seventh to eighth grade literacy, but may be used with any comparable text which provides ample practice exercises in the skills covered by this module. The general objectives of this module are that, on completion, the student will be able to write a coherent paragraph, and will understand how the structural principles of the paragraph may be applied to a longer paper. The specific objectives are that, on completion of the module, the student will be able to narrow a topic and formulate a thesis or theme statement, organize material into paragraphs, write short introductions and conclusions, write an outline, and use grammar and punctuation correctly in order to create basic written communication. In order to tailor the instruction to a specific audience, the module may be altered to incorporate the vocabulary of the particular discipline of that audience. The material is presented in a lesson plan format with 20 different lessons. (MS)

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A New Dimension In Learning

Adult Literacy Project

Developmental Writing Module

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CS 009 335

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Sherman-Denison, Texas
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Introduction

It has been reported that 33 percent of the adult population is functionally illiterate working at or below the fourth grade level. The need for a successful adult literacy program is well established and verifies the need for new approaches to adult literacy.

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing our efforts were: to design a series of personal/social skills modules; to design a series of modules for teaching reading, writing, and math, and; to design a series of modules providing adults with basic employment skills.

A task force of specialists including community college faculty and counselors, governmental agency representatives, and Coordinating Board personnel worked together to identify client needs, skill competencies needed to meet those needs, and to identify strategies for integration. The integration of these activities centered around the development of material which reinforces and compliments skills taught in each of the three areas. For example, the material used to teach the skills of reading also reinforces skills needed for personal/social development such as assertiveness training. Correspondingly, material used to teach the basic employment module is consistent with the client's chances of learning the competencies.

The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs.

DEVELOPMENTAL WRITING MODULE

Introduction

Vocabulary Module

Lesson One

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Lesson Twenty

This module is intended for use by the teacher of a preparatory writing course at the college entry level. It is not designed to address the specific deficiences of individual students, or to provide in-depth instruction in composition. The course is intended to provide a student with some basic grammatical and organizational tools that will enable him to express himself in writing well enough to coherently answer short essay questions, and succeed in a freshman composition course. The module is prepared for use with the text, The Least You Should Know About English: Basic Writing Skills, and presumes 7th to 8th grade literacy. It may be used, however, with any comparable text which provides ample practice exercises in the skills covered by this module.

The general objectives of this module are that on completion, the student will be able to write a coherent paragraph, and will understand how the structural principles of the paragraph may be applied to a longer paper. The specific objectives are that on completion of the module, the student will be able to narrow a topic and formulate a thesis or theme statement, organize material into paragraphs, write short introductions and conclusions, write an outline, and use grammar and punctuation correctly in order to create basic written communication.

Although vocabulary directed toward the student of electronics

has been incorporated into some of the exercises in this module, the module itself is applicable to all students who need to develop their basic writing skills. In order to tailor the instruction to a specific audience, the module may simply be altered to incorporate the vocabulary of the particular discipline of that audience.

The material is presented in a lesson plan format, and the script is merely a suggested one. It may be worded in whatever way best accommodates both teacher and audience.

LESSON 1

I. Focus

David Ogilvy, Director of Ogilvy & Mather advertising agency, has said, "Knowledge is useless unless you know how to communicate it--in writing." From this day forward, the password for this course will be THINK. Learning to write better will force you to think better.

Because writing is not language, but only the representation of language, it is an inferior means of communication. Writing does not permit us the aids of tone, volume, inflection, and body language, or the opportunity to evaluate the effectiveness of our message that spoken language does. It presents us with a challenge, then, to rise to a higher level of thought and expression. Written expresssion demands that we organize our thoughts more efficiently, state them more concisely, and support them with more specific detail than verbal expression. Successful written communication requires that we give our greatest attention not only to what we wish to say, but, more importantly, to how the reader will perceive what we say. The test of good writing is evoking the desired response from the reader.

The two basic types of writing are imaginative, which usually takes the form of poetry, drama, or fiction, and discursive, which usually takes the form of reports, letters, non-fiction, essays, etc. The purpose of this course is to help you write well in the discursive sense where your purpose is generally to inform or persuade.

You will learn to narrow a topic and formulate a topic or thesis sentence. You will learn to organize details into paragraphs, write short introductions and conclusions, and construct an outline. You will learn to use grammar and punctuation correctly in order to create basic communication, and to improve your own writing by restructuring, correcting and rewriting.

II. Explanation

The goal of this course will be to make your writing clear so that anyone who reads it can understand it. To achieve that goal, you will learn to write Standard English. The English language differs slightly from place to place. The English many of us speak is actually a dialect. No matter what English dialect we speak, we must write the same dialect. In order for your readers to understand what you write, you must write the standard English in which people all over the world write. Being able to write Standard English is essential in college, and in a

world that is shrinking everyday, it is necessary no matter what profession or vocation you chose.

II. Evaluation of Student Writing Skills

Write one paragraph only on a specified topic. (If more than one student, all should write on the same subject for the purpose of this evaluation. Suggested topics are "Why I chose XYZ College' or "My Educational Goals". These topics reveal helpful insights into personalities as well as writing styles.)

III Independent Practice

Begin a daily journal to be kept the duration of the course. Each entry should be approximately 150 words and describe what was covered that day. A journal entry should be made for every day, even in the event of absence from the course. Content should be stressed above grammar and spelling for the purposes of this journal.

LESSON 2

PURPOSE:

To aid the student in organizing, selecting, and relating ideas in writing by developing his ability to identify his topic and limit it in keeping with his purpose.

OJBECTIVES:

A. Student will be able to narrow a chosen topic so that it can be handled in 300 to 500 words.
B. Student will be able to select and relate specific details which pertain to the chosen topic.

I. Focus

What are some of the things you think are important in writing about something? When you read something, what do you think makes it interesting or easy to understand?

Probably, you have thought of subject, what the message is about; purpose, why the message is being written; and details, what information the message gives about the subject. These elements are, of course, essential to meaningful communication whether

oral or written. Whether or not you understand the sender's message also depends on certain mechanical elements of communication as well. Are the facts presented in a form of language that has a common meaning to both the sender and the receiver?

The first step in writing anything is deciding what to write about. When you have a subject to write, begin by putting down all your thoughts about that subject (free writing). Looking at the material you have will help you determine which aspect of the subject you want to discuss.

Once you've established the topic, you must limit the scope of your discussion to your writing situation. Obviously, you will need to limit yourself to a much narrower topic in a paragraph than in a term paper. The more you limit your topic, the better your message will be because you will be able to give more specific details. These specific details are what make the message clear and interesting to the reader.

II. Explanation

Imagine you were asked to write a paragraph telling about your life. Could you do it? Would you be able to include all the specific details necessary to tell all about your life? Imagine

trying to write a term paper on a topic like Electronics or Psychology. You could hardly be specific about yourself in a paragraph, and topics like Electronics and Psychology could not be discussed very thoroughly in one paper when volumes have been written about them without exhausting the subjects. If an essay question calls for a one or two paragraph answer, you must decide what aspects of the topic must be discussed in order to provide enough specific facts to answer the question. You limit your topic so that you will not have too much to write about, and so that you will have enough to write about.

III. Guided Practice

Getting it on paper--Free Writing

Free writing exercise limbers up and gets minds working like scales in music or warm-ups in track. Oliver Wendell Holmes has remarked, "Writing is good for us because it brings our thoughts out into the open, as a boy turns his pockets inside out to see what is in them." Try this yourself by writing now for five minutes on anything that comes to mind. Write quickly without stopping. If you can't think of anything to write about, write "I don't know what to write" over and over until something comes to you. Don't worry about whether or not it makes sense.

Now focus your free writing on one subject--electronics. Write for five minutes as fast as you can about this one subject. Stop writing at the end of exactly five minutes. Did you put down everything that you could say about the subject of electronics?

Try this exercise for practice. Write the topic "Electricity" on a piece of paper. Write everything down you can think of to describe about electricity. Of course, there are many kinds of night; dark night, moonlit night, midnight, cloudy night, etc. Now look at what you have written. Choose just one aspect of night and add a few more details. If you have trouble thinking of specific details, include things you see, touch or feel, hear, smell, and taste. These five senses are the basic sources of all the data humans receive. When you finish, read what you've written and ask yourself if you could narrow your discussion of electricity even further than you already have. Continue to narrow the topic in this way until you have written a topic that you can discuss in a few sentences; for example, electricity produced by a thunderstorm.

IV. Independent Practice

Here are some more subjects to practice on. For each one, write down at least two more limited aspects. Make the second topic more limited than the first.

1. Wireless Broadcasting
2. Electrical Current
3. Ohm's Law
4. Choosing a Career
5. Buying a Computer

V. Closure

The first tools you have to use in organizing a paragraph are free writing and limiting your topic. Free writing will help get you thinking, and limiting your topic will help you focus your thinking.

LESSON 3

PURPOSE:

To aid the student to organize, select, and relate ideas and develop them in a coherent paragraph.

OJBECTIVES:

A. Student will be able to write a topic sentence.
B. Student will be able to write a coherent paragraph on the chosen topic.

I. Focus

Today, we will begin our first writing assignment--a paragraph. (What is a paragraph? (A group of sentences about the same subject.)

What two steps to better writing have we talked about so far? (Free writing and limiting the topic.)

II. Explanation

Rules for writing a good paragraph:

Rule 1 -- Keep it simple. Write so that a child could understand what you are talking about.

Rule 2 -- Try to make the subject of each sentence a noun or pronoun that represents the same subject as other sentences in the paragraph. (More on this later)

Rule 3 -- Do not begin sentences with conjunctions, i.e. and, but, or.

The topic sentence directs the reader's attention to the point you want to make in your paragraph. It is the next step in organizing the paragraph. All the specific details in your paragraph will relate to the point stated in the topic sentence.

One way to construct a topic sentence is to consider what points you want to discuss most. For each group of details tell what the topic of the paragraph would be, then give a topic sentence that states the point of the sentences in each group. (Oral exercise)

Communication electronics includes radio and televison.
Electric power is the source of energy for electrical equipment.
Digits 0 to 9 appear on an electronic calculator or watch.

Standard AM Radio Broadcast Band is the original system of broadcasting for radio.
Television is another application of wireless radio communications.
FM Radio Broadcast Band is used for broadcasting high-fidelity audio signals.

In general, all the metals are good conductors.

Copper wire is generally used for practical conductors.
The purpose of using conductors is to allow electric current to flow with minimun opposition.

III. Independent Practice

You are going to write a paragraph by selecting a limited topic, composing a topic sentence, and writing several sentences which provide details about the topic sentence. For this paragraph, choose a topic that is easy to write about such as "A Significant Incident" or "My Favorite Place". When you write your sentences, write them down just as you think them. They will probably be simpler if you do. If necessary, you may reword them after the whole paragraph is written.

The common thread in each sentence that ties them all together is the subject. See if you can make the subject of each sentence the same. It doesn't have to be the same word, but try to chose different words that represent the same subject. For example:

Two of my friends went with me on vacation. All of us wanted to see more of California. Above all, we wanted to see Muir Woods. All of us were enchanted with the catherdral-like woods. We learned a great deal that day about redwoods.

Finally, do not begin your sentences with conjunctions like and

or but. Although beginning a sentence with a conjunction is permissible in certain situations which will be covered later in this course, you should avoid this practice in writing this assignment.

IV. Closure

Free write first. Remember how humans gather information. Look at what you have written and see how you can limit it. Write a topic sentence and list the specific details which relate to the topic sentence. Remember the three rules for writing a better paragraph.

When you finish your paragraph, read it aloud and make any changes you need or want to make. Rewrite or eliminate any sentences that do not pertain to the point you are making in your topic sentence.

LESSON 4

PURPOSE:

To aid the student in writing Standard English sentences with correct sentence structure.

A. Student will be able to identify basic sentence structure of Standard English sentences.

B. Student will be able to identify subject and verb in a sentence.

I. Evaluate previous assignment. (Discuss strengths and weaknesses of paragraphs with student). Make list of misspelled words in paragraphs. Correct and rewrite.

II. Focus

Now that we know the basic structure of a paragraph, we will look at the structure of the components of the paragraph, the sentences.

III. Explanation

What is the structure of an English sentence? If you are a native speaker of English, you know what basic English sentence

structure is whether you realize it or not. Want some proof?

The words below do not form an English sentence, but all the necessary parts of speech are there.

dog bear the chasing was

Why is this grouping of words a nonsentence? Rewrite the words to make a sentence. Why does your rewriting now make the words a sentence? A group of words without basic English sentence structure relates nothing to a reader who relies on it for meaning.

Can you tell what the basic structure of your sentence is? How does each word function in the sentence in relation to the others? The basic structure of an English sentence is subject-verb-complement, or "Who's doing what to whom." The subject tells who or what is doing or acting, and the verb describes the action. The complement, which includes the direct object and indirect object, supplies the "what" and "to whom" portions of the sentence respectively. Some English verbs do not require a complement. In sentences using those verbs, the minimum components are the subject and verb -- who's doing or acting. Many verbs, however, require a complement, so sentences using them must have a subject, a verb, and a complement in order to make sense.

The subject may not always be the first word in the sentence. It may even come after the verb, but you will always be able to find it by locating the action, the verb, and then asking who or what is acting.

IV. Guided Practice

Practice picking subjects and verbs in the following sentences. (Oral exercise)

My sister lives in Washington. (Which word shows action? Lives. It's the verb. Who or what lives? Sister. It's the subject.)

This morning I ran five miles.

Eva likes her job.

Mac programs computers.

Not all verbs show actions, though. Some verbs describe a state of being or existence. Is, are, was, were, seems, appears, are examples of such verbs. Find the verbs in the following sentences. (Oral exercise)

There were six cokes in the icebox. (Which word describes a state of being? Were. Which word tells who or what were? Cokes. It is the subject of this sentence.)

The clothes seem dry.

The magnetic lines are circular.

The net reactance is inductive.

Jim appears none the worse for his ordeal.

Note: "There" is not the subject of were in the first sentence. The word "there" can never be the subject of any verb.

You may also have observed that some sentences do not appear to have a subject. The subject of such sentences is understood but not stated. Commands are the most common examples of "understood you."

For example: Watch what you are doing! (Which word describes the action? Watch. It's the verb. Who or what watches? You. It is the "understood" subject. You watch what? What you are doing. That phrase is the complement part of the sentence.) Find the subjects and verbs of these sentences. (Oral exercise)

Hand in your paper.

Better leave a few minutes early.

V. Independent Practice

Identify the subjects and verbs in several groups of simple sentences. (Additional exercises provided in textbook)

1. A stable nucleus contains protons and neutrons.
2. Positive polarity refers to the static charge on glass

and other vitreous materials.

3. Protons have positive charge.
4. The force of attraction makes electrons move to protons.
5. The nucleus contains protons for all the positive charge in the atom.

VI. Guided practice

A simple sentence may have more than one subject.

Bill and Ray examined the circuits. (Who examined? Bill and Ray. Bill and Ray are both subjects of the verb examined.)

A simple sentence may have more than one verb.

Jack examined the circuit and found the problem. (What words describe the action in the sentence? Examined and found. Who examined and found? Jack. Jack is the subject of both verbs.)

Sometimes the verb in a sentence may be composed or more than one word. The words be, am, is, are, was, were, being, been, has, have, had, shall, will, should, would, may, might, must, can, and could combine with one of the principal parts of other verbs. Together they form the "verb" in many sentences. (Complete set of examples in textbook) No verb with "to" in front of it can be the main verb in a sentence.

In the following sentences (written on blackboard or overhead projector) find the verbs and subjects. Include all parts of the verb. Also watch for sentences with more than one subject and more than one verb. (oral exercise)

1. Electrons flow through the external circuit and return to the positive terminal.
2. The negative terminal is considered to be the anode of the cell.
3. Other materials, such as cadmium sulfide, might provide more output.

(Additional exercises in textbook)

VII. Closure

Basic sentence structure comes naturally to all of us. Now, we know what to call it. The verb is the key to the structure of every sentence, for if we can find the action, we can identify "who's doing what to whom," and we can check our own sentences to be sure that they contain this basic structure.

LESSON 5

PURPOSE:

To aid the student in writing Standard English sentences with correct sentence structure.

OBJECTIVES:

A. Student will be able to identify independent and dependent clauses.

I. Focus

We have talked about the basic structure of English sentences. The components of sentences form clauses. All sentences contain one or more clauses. If we understand the types of clauses and how they are used, we will be able to vary the sentences we write and avoid run-on sentences and fragments (pieces of sentences).

II. Explanation

Any group of words having a subject and a verb is a clause. Sentences contain two types of clauses, independent and dependent. (subordinate). Independent clauses have meaning by themselves. They can stand alone as sentences. Dependent

clauses depend on an independent clause for their meaning.

Ex.: He dried the dishes. (Independent clause)

Which she washed. (Dependent clause)

He dried the dishes which she washed. "Which she washed" depends on the other clause in the sentence for meaning. By itself it is not meaningful to the reader. Every sentence must contain at least one independent clause. When we write a sentence like "Which she washed", it is called a fragment. We leave the hapless reader to search for the reference that makes such fragments meaningful. Trying to read a message containing fragments, as you may imagine, would be frustrating and time-consuming. The experience could easily discourage the reader, and then, the message would not be received.

Some words signal dependent clauses. These words mark the beginning of dependent clauses in a sentence. Watch out for them. Some examples of these markers are:

after	since	whereas
although	so that	wherever
as	than	whether
as it	that	which
because	though	whichever
before	unless	while
even if	until	who
even though	what	whom

ever since	whatever	whose
how	when	why
if	whenever	
in order that	where	

You can make an independent clause dependent by placing one of these phrase markers in front of it. When a clause beginning with one of these words or word groups comes at the beginning of a sentence, you must put a comma after the dependent clause. For example:

When the components in a circuit are connected in successive order, they form a series circuit.

Sometimes the signal word or phrase marker is also the subject of the dependent clause: Negative and positive polarities indicate two opposite characteristics that seem to be fundamental in all applications. In some sentences the signal word is understood and may be omitted: He had the same idea (that) I did. Sometimes the whole dependent clause is one of the constituents of the sentence, either the subject or the complement: What I was doing was not important. In this sentence the dependent clause is the subject of the complete sentence. A comma is not needed after the dependent clause when it is used as the subject of the main clause because that would be separating the subject from the rest of the sentence.

Note: The word "that" may also be used simply as a pronoun.

Ex.: That is my book.

III. Guided Practice

Identify the verb and subject in both the dependent and independent clause in the following sentences. (Written by teacher, spoken response by student).

I refused to go because I had homework to do.

I could make good grades if I studied.

After I finish college, I'll get a job.

A large vocabulary is the characteristic that most often accompanies outstanding success.

Unless you understand subjects and verbs, you cannot understand clauses.

(Additional exercises in textbook.)

IV. Independent Practice

Underline the dependent clauses in these sentences.

1. If you can't stay on a diet, at least get some exercise.
2. When the potential difference between two charges forces a third charge to move, the charge in motion is an electric current.
3. A motor is an example of how current can react with a magnetic field to produce motion.
4. Although there are many different applications, all

electrons are the same.

5. The independent variable is V because we assign values of voltage.
6. If the source cannot supply 10 W, its output voltage drops with the excessive current load.

Now write three sentences containing one dependent and one independent clause.

V. Closure

What are the two types of clauses? (Dependent and Independent).

What is the difference between them? (Independent clauses stand alone; dependent clauses look to an independent clause to complete their meaning.)

What is a fragment? (A sentence containing only a dependent clause.)

LESSON 6

PURPOSE:

To aid the student in writing Standard English sentences with correct sentence structure.

OBJECTIVES:

A. Student will be able to correct run-on sentences and fragments.
B. Student will be able to compose simple, compound, and complex sentences.

1. Focus

Previously we have talked about the kinds of clauses, independent and dependent. Both kinds of clauses have a subject and a verb, but only independent clauses can stand alone as sentences. Dependent clauses by themselves are not meaningful; therefore, they are referred to as fragments. In order to write effectively, we must understand how to avoid using fragments or correct them when they occur.

An independent clause, on the other hand, makes a complete

statement. However, when two or more independent clauses are written together in a sentence with no punctuation or only a comma to separate them, the resulting sentence is called a run-on sentence. A run-on sentence is so called because it goes on and on until the reader loses track of the meaning (or becomes so entangled that he no longer cares). Therefore, you must also learn to avoid run-on sentences and be able to correct them when they occur in your writing.

Once you know how to handle dependent and independent clauses, you can vary your sentences to make your writing more informative.

II. Explanation

Here are some examples of a run-on sentence:

He read the paper she watched television.

He read the paper, she watched television.

I like robots therefore I am interested in electronics.

I like robots, therefore I am interested in electronics.

Run-on sentences may be corrected in one of three ways:

1. Make the two independent clauses two separate sentences.

   He read the paper. She watched television.

2. Separate the two independent clauses with a semicolon.

   He read the paper; she watched television. Sometimes a

qualifying word connects the two independent clauses such as therefore, however, thus, furthermore, nevertheless, etc. When one of these words is used it must have a semicolon before it and a comma after it. For example:

I like robots; therefore, I am interested in electronics.

3. Connect the two independent clauses with a comma followed by a conjunction such as and, but, for, or, nor, yet, so.

You must decide which method of avoiding a run-on sentence best suits your meaning. Generally, the best way is to divide the independent clause with a period and capital letter. If the clauses are very closely related, however, you may use a semicolon.

One way a writer holds the attention of his reader is by varying the types of sentences he uses. Basically, all English sentences fall into three categories:

1) a simple sentence- one independent clause
2) a compound sentence- two or more independent clauses
3) a complex sentence- at least one independent clause and one dependent clause. By using all three types of sentences, the writer prevents his message from becoming monotonous.

III. Guided Practice

Correct the following run-on sentences. (Oral exercise. Sentences written on blackboard or overhead projector)

1. The lightning struck the house suddenly the television went out.

2. We had no lamp we read by firelight.

3. A transformer with an iron core has essentially unit coupling therefore the voltage ratio is the same as the turns ratio.

Add an independent clause to these fragments to make them into sentences.

1. As we learned more about the problem
2. Because I had so much homework that evening
3. Unless something goes wrong
4. Which I heard last night
5. That everyone knows

IV. Independent Practice

Write three sentences containing two independent clauses each, and punctuate them correctly. Then, write three sentences about the same subject. Make one sentence simple, one compound, and one complex.

V. Closure

When you can recognize and avoid fragments and run-on sentences by punctuating them correctly, you will be prepared to use different types of sentences to vary your writing. Variation will not only hold the reader's attention, it will help you enjoy writing more, because it will keep you thinking.

LESSON 7

PURPOSE:

To review objectives covered in previous six lessons.

OBJECTIVE:

A student will be able to write a coherent paragraph on a chosen topic using correct sentence structure.

I. Focus

The time has come to apply what you know about choosing and limiting a topic, writing a topic sentence, and relating specific details about the chosen topic using correct sentence structure. Before you begin, let's review sentence structure.

II. Guided Practice

A. You know that a fragment is not a complete sentence, but a dependent clause. How may a fragment be corrected? You know that a run-on sentence is two or more independent clauses run together with no punctuation or insufficient punctuation between the independent clauses. What are three ways of correcting a

run-on sentence? A fourth way to correct a run-on sentence is by making one of the independent clauses dependent. What phrase markers or signal words can you use to do this?

Make the necessary changes in this paragraph so that there will be no run-together sentences or fragments. (Oral exercise. Paragraph on blackboard or overhead projector)

Eddy currents are induced in the iron core of an inductance. Causing wasted power that heats the core. Eddy-current losses increase with higher frequencies of alternating current to reduce eddy currents, the iron core is laminated with insulated sections. Powdered-iron and ferrite cores have minimum eddy-current losses for radio frequencies, hysteresis loses also cause wasted power.

B. To practice relating specific details that support a topic sentence, we will write a hook-on story. This is how it works. You will be given a topic sentence. Each student will add another sentence in his turn. Every sentence must relate to the topic sentence. (If using this exercise with only one student, teacher and student may take turns adding details until student has contributed at least three sentences to the story.)

The topic sentence for the hook-on story will be: In addition to

its use in radio and television, electronics is used in almost all industries for control functions, automation, and computing.

III. Independent Practice

Write a paragraph of at least five sentences on the topic "Happiness is...". Bear in mind that "happiness" is far too broad a topic to discuss in one paragraph. Therefore, limit your paragraph to one specific thing that you equate with happiness. The topic sentence should tell the reader what the topic of your paragraph will be. (Read and discuss an example from the textbook.)

Watch out for fragments and run-on sentences as you write. When you finish your first draft, read your paragraph out loud. If a sentence sounds awkward, see how you can change it:

Is any of it repetitive or unnecessary?

Could you make two sentences out of one long one?

Does it need to be part of another sentence to make sense?

IV. Closure

Before turning in your paper for grading, check for careless errors. Make a checklist for your paragraph. Did you limit the topic enough to discuss in a few sentences. Did you state the

specific topic in a topic sentence? Do all the following sentences in your paragraph relate directly to the topic sentence? Did you use different types of sentences? Did you have any run-on sentences or fragments? Strive for a paper without errors.

V. Daily Journal

Check daily journal. The student should have six entries in the journal at this point. Observe any consistent weaknesses in the student's entries, e.g. recurrent misspellings of the same word, sentence fragments, incorrect verb form.

Note: Lessons on independent clauses, dependent clauses, fragments and run-ons should be evaluated according to student performance. These lessons should be repeated with additional explanation and practice as needed.

LESSON 8

PURPOSE:

To aid the student in writing Standard English sentences with correct sentence structure.

OBJECTIVES:

A. Student will be able to identify various types of sentence fragments.
B. Student will be able to correct various types of sentence fragments.

I. Focus

You already know that a dependent clause alone is a fragment. A fragment can also be any group of words that does not have both a subject and a verb. These "phrases" are not usually marked with the signal words we have discussed; so, you must be able to recognize and correct them.

II. Explanation

Below are some examples of fragments which lack either a subject

or a verb.

Alternating current in a capacitive circuit with ac voltage applied (lacks verb)

Was beginning to take an interest in electronics (lacks subject)

Enough alternating current to light the bulb brightly (lacks subject and verb)

Obviously, in order to correct such fragments, you must provide the missing constituent or constituents.

Alternating current flows in a capacitive circuit with ac voltage applied.

Sam was beginning to take an interest in electronics.

The capacitor provides enough alternating current to light the bulb brightly.

Sometimes a phrase may be attached to the sentence before or after it.

Wondering what to do next. He finally consulted the schematic.

Wondering What to do next, he finally consulted the schematic.

You will see fragments used in many types of writing such as headlines and advertising. They may be used very effectively by

an experienced and skillful writer who uses them intentionally. At this point in your writing career, they are not permissible. If you are careful and THINK, you will find a way of communicating effectively without them.

III. Guided Practice

In this exercise, identify the complete sentences. Make each fragment into a sentence by adding an independent clause before or after it, or by changing some words in it. (Oral exercise. Additional exercises in textbook)

1. Facts that no educated person could deny
2. My hobby being one that is not expensive
3. At a time when I was too busy to be bothered
4. Although neither of us was eager to undertake the job
5. Each of us hoping the other would volunteer
6. Since I was sure I'd get there on time if I maintained my present speed
7. Keep to the right.

IV. Independent Practice

Make the necessary changes in this paragraph so there will be no run-on sentences or fragments.

The logical use of digital circuits is for numerical counting

as in electronic calculators and test equipment digital electronics also includes alphanumeric information, though, with letters and numbers the pulse information can be encoded to represent letters in the alphabet, punctuation marks, and instructions.

V. Closure

A fragment can consist of a dependent clause standing alone or a group of words without a subject or verb. How can each type of fragment be corrected?

LESSON 9

PURPOSE:

To aid the student in formulating a thesis or theme statement and organizing supporting details into a paragraph.

OBJECTIVE:

A. Student will be able to formulate thesis statement related to chosen topic.
B. Student will be able to support thesis statement with specific details.

I. Focus

You know that a paragraph is a group of sentences about the same subject. You have written topic sentences that tell the reader what the subejct of your paragraph will be. The primary purpose of a topic sentence is to inform; a topic sentence doesn't necessarily draw any conclusion about the subject.

The purpose of a thesis statement is to draw some conclusion which will be proved or explained by the supporting details. The thesis statement tells the reader not only what you are writing

about, but the reason you are writing about it.

II. Explanation

In essence, a thesis statement is a statement of opinion. A thesis statement must be a sentence (not a title or topic). Here are some comparisons of topic and thesis sentences.

Topic	Thesis
My favorite course in high school was electronics.	The electronics course I took in high school convinced me to make electronics my career.
One day I decided to quit smoking.	My decision to quit smoking was the best decision I ever made.

A thesis sentence must be a statement that can be explained or defended, and not just an obvious fact.

Fact	Thesis
Many accidents involve drunken drivers.	Tougher laws should be passed for DWI.

Jobs are scarce.

A good education can land a job.

The two steps to remember in constructing a paragraph or a paper based on a thesis statement are: 1) state and 2) prove. In college, you will use this pattern for writing more than any other. In answering an essay question you will state your answer and defend it with details. In a term paper you will draw conclusions from research about your topic and prove that your conclusions are valid by giving specific examples.

A thesis statement may be supported by evidence or reasons as just discussed. In a how-to paper, the thesis may be supported by steps. Whatever the method of supporting the thesis, it should convince the reader that the thesis is true.

III. Guided Practice

Indicate whether each of the following sentences is a fact or a thesis statement. (Oral exercise)

1. The mid-term in algebra was the toughest test I ever took.
2. Electronics, radio, and television are practical applications of the general principles of electricity.
3. Electronics is an easy subject.

4. Converting a Boolean expression to a logic diagram requires three steps.
5. Boolean expressions are used in building logic circuits.

Now that you know how to recognize a thesis statement, add supporting points to these thesis statements:

The mid-term in algebra was the toughest test I ever took.

(reasons) 1.
2.
3.

Electronics is an easy subject.

(reasons) 1.
2.

To convert a Boolean expression to a logic diagram, you must take three steps.

(how-to) 1.
2.
3.

Our dormitory room is a wreck during finals week.

(examples) 1.
2.
3.

IV. Independent Practice

Think of some important decision that you have made or that you have to make. Make a thesis statement for each choice involved in the decision. Then for each thesis write three supporting points. For example if you had to chose between electronics and some other career, one thesis might be, "I've decided on a career in electronics." The other thesis might be, "I've decided on a career as a lab technician." Make sure each of your reasons is a complete sentence.

V. Closure

Writing a thesis statement will add a second element to your writing. You know how to identify the subject of your message. By stating your thesis you express the purpose of your message. Beginning with a thesis statement will also enable you to write with conviction.

LESSON 10

PURPOSE:

To aid the student in writing Standard English sentences with correct verb form.

OJBECTIVES:

Student will write Standard English sentences using correct verb forms.

I. Focus

We have already noted how important the verb is to our understanding of English sentence structure. Because verbs are so basic to sentence meaning, it is essential that we understand how to use them.

II. Explanation

English verbs have certain predictable characteristics. Some of those characteristics with which we are concerned here are person, number, tense and voice.

English verbs are divided into two broad groups, those that change their form by adding an ending to the basic form, and those that change their form by changing the spelling of their root. (Refer student to text for tables comparing common dialectic forms with the correct Standard English forms of the regular verb walk, and the irregular verbs have, be, and do.) Regular verbs have endings like "walk". The irregular verbs have, be, and do are used as main verbs and as auxiliary or helping verbs. The forms for these verbs should be memorized. (Refer student to text for table showing all the forms of some regular verbs and the helping verbs they are used with.)

When one of the helping verbs is used with the past participle of a verb, we refer to the verb of the sentence as passive voice. When the verb is in passive voice, the subject doesn't act or "be". It just sits passively and is acted upon. In writing, passive verbs are often considered an inferior means of expression. However, they sometimes perform an important function for the writer. For example, when you want to explain what happened without attaching the blame or responsibility for it on anyone, passive voice is quite handy.

The money was stolen from the desk drawer. (Nobody did it.)

(Refer the student to text for table giving the principle parts of many irregular verbs. Students must memorize any forms he does not already know.)

The -ing ending is added to a verb combined with the present tense forms of the helping verb be to show actions which are in progress. These verbs are sometimes referred to as progressive verbs. For example: I am learning to use a computer. (The action is not completed.)

III. Guided Practice

Using tables for regular and irregular verb forms, supply the correct form of verb in the following sentences.

1. (speak, begin) Newscasters always _____ Standard English, and I now have _____ to imitate them.

2. (seem, want) That _____ to be a good way to learn Standard English, and I now _____ to learn it as fast as possible.

3. (know, become) I _____ that it will help me in my job; in fact it has _____ a requirement in my field.

4. (imitate, use) I am _____ my teachers too because they all _____ Standard English.

5. (teach, begin) I must _____ my ears to hear the standard endings of verbs, and I now am _____ to hear them.

IV. Independent Practice

For a review of subjects, verbs, and sentence structure, select a

passage of approximately 500 words from your Electronics textbook. Identify the independent clauses and dependent clauses in the passage. Find the verbs and subjects of all clauses. Caution: prepositional phrases are not clauses. Be prepared to discuss some of your sentences.

V. Closure

In college and the business world where the use of Standard English is essential to effective communication, it is extremely important that you know the correct forms of Standard English verbs and how to use them.

LESSON 11

PURPOSE:

To aid the student in writing Standard English sentences with correct spelling.

OJBECTIVES:

A. Student will apply rule for adding suffixes that begin with vowels to words ending in magic "e".
B. Student will apply phonetic rule for long vowels on open syllables.
C. Student will distinguish between often confused words.

I. Focus

Even if you have never been a very good speller, you can improve your spelling by mastering a few tricks and keeping a list of words that give you trouble.

II. Explanation

A. Long vowels

Some words have an "e" on the end which is not pronounced. However, not all unpronounced "e's" are equal. Magic "e" is unpronounced, but it makes the vowel that precedes it long. The words make, Pete, like, home, and tune are examples of words that end in magic "e". Words that end in magic "e" drop "e" before adding a suffix that begins with a vowel, i.e. -ed, -er, and -ing.

Vowels at the end of a syllable have a long sound. Remembering this rule will help you divide words correctly at the end of a line when necessary. If a word has a long vowel sound in the middle, the syllable will be divided after the vowel. If a word has a short vowel sound in the middle, the syllable will be divided after a consonant. For example: ra/dio rad/ical

B. Rule for Doubling a Final Consonant

If a word ends in a single consonant preceded by a single vowel, and the accent is on the last syllable (or the word is one syllable), then you must double that final consonant before adding -er, -ed, or or -ing.

C. Words Often Confused

Mastering the spelling of words that are frequently confused will eliminate a large portion of common spelling errors. Here are rules for distinguishing between some of the most commonly confused words.

a, an

Use an before a word that begins with a vowel sound. (u only when it sounds like uh) an ace, an essay, an icicle, an heir (silent h), an umpire.
Use a before a word that begins with a consonant sound (also u when it sounds like you). a pen, a home, a uniform, a friend

accept, except
Accept is a verb. It means "to receive willingly."
Except means "excluding."

affect, effect
Affect is a verb. It means to "influence."
Her health affected her performance.
Effect means "result."
The aspirin had an effect on his headache.

desert, dessert
The only dessert you eat is the one with double s.
Desert may be a verb: Don't desert the ship.
Desert may be a noun: They traveled across the desert.

does, dose
Does is a verb.
Dose is an amount of medicine.

have, of

Have is a verb. It combines with other auxiliary verbs such as could have, would have, should have, might have.

Use of only as a preposition. I think a lot of you.

hear, here

The "hear" you use your ears for has "ear" in it.

"Here" tells location. Here it is.

it's, its

It's is a contraction of the words "it is."

Its is a possessive pronoun. (Possessive pronouns are a special form of pronoun and do not need an apostrophe. Possessive pronouns are its, your, here, his, our, theirs, whose.)

quiet, quite

Quiet has two syllables. Quite has only one. Pronounce them correctly and you won't misspell them.

Their, there, they're

Their is a possessive pronoun; it shows ownership.

There shows location.

They're is a contraction for they are.

You will never confuse these three if you know the use of

each one and THINK before you use one of them.

to, too, two
Two is a number.
Too means: "excessive" or "also."
Use "to" for every other meaning. He likes to write. He's going to the lab.

were, where
Were is a verb.
Where is a location.

who's, whose
Who's is a contraction and always mean "who is" or "who has."
Whose is a possessive pronoun. Whose book is that?

you're, your
You're is a contraction that always means "you are."
Your is a possessive pronoun. It shows ownership.
(Refer to textbook for additional confusing words.

III. Guided Practice

Choose the correct word. (Use blackboard or overhead projector for oral exercise)

1. I should (have, of) learned to spell these words long ago.
2. Learning them won't be (a, an) enormous task, and it will have a good (affect, effect) on my writing.
3. I'll (accept, except) my instructor's advice and strive for mastery.
4. (It's, its) going to take time.
5. I (hear, here) that mastery in one field helps one achieve mastery in others.
6. The location of a house can (affect, effect) (it's, its) price.
7. We won't (accept, except) a low bid.
8. He (dose, does) whatever he wants to do.
9. That house is (quiet, quite) small.
10. (You're, Your) getting a good education.
11. She said that she couldn't (hear, here) the speaker.
12. (Who's, Whose) giving the lecture?
13. The next town is (to, too) far to walk.
14. We are studying at (their, there) house tonight.
15. (They're, There) not going to be home tomorrow.

Add ing to these words. (Write them on the blackboard)

1. put
2. control
3. commit

4. jump
5. scream
6. interrupt
7. stop
8. prefer
9. subtract
10. begin

IV. Independent Practice

In the following pairs of sentences, only one sentence in each pair is correct. Put a check in front of the correct sentence.

1. A. It doesn't matter whether she comes or not.
   B. We see the effect of electricity in lightning.
2. A. He submitted his application for the job.
   B. I wonder if I should apply to.
3. A. It's the arrangement of electrons and protons that determines the electrical characteristics of all substances.
   B. Whose battery is that?
4. A. He's quiet sure he will pass the course.
   B. He cannot accept failure.
5. A. Are these you're notes?
   B. I omitted the last question on the test.

Write a sentence using each of the frequently confused words

discussed in this lesson.

V. Closure

What is the rule for doubling a final consonant?

What rule can help you divide words in the right places?

Can you think of any tricks that will help you remember how to distinguish between often confused words that give you trouble?

LESSON 12

PURPOSE:

To aid the student to write Standard English sentences with correct punctuation and mechanics.

OJBECTIVE:

A. Student will write a paragraph using correct punctuation.
B. Student will write a paragraph using contractions and possessives correctly.

I. Focus

Punctuation is a tool the writer uses to clarify meaning as a speaker would use phrasing or the dramatic pause. Without it, your writing is only words that lack meaningful organization. By learning just six rules, you can punctuate your writing effectively.

Other useful tools for writing more efficiently are contractions and possessives. Contractions save time and space by allowing you to combine two words into one without sacrificing the meaning

of either one. Possessives allow you to show ownership without resorting to a prepositional phrase. At one time in the development of the English language, possession was shown by a prepositional phrase beginning with "of" such as "the throne of the king."

These tools help you keep your writing simple and clear. They are vital to effective written expression.

II. Explanation

There are six basic rules of punctuation:

1) Use a period at the end of a sentence and after most abbreviations;
2) Put a question mark after a direct question;
3) Use an exclamation point after an emotional statement;
4) Use a semicolon between closely related independent clauses not separated by a conjunction;
5) Use a colon after a complete statement followed by a list or long quote;
6) Use a dash when an abrupt change of thought occurs.

You have already used a semi-colon to separate two independent clauses in the same sentence. A semi-colon may also be used to separate a list of phrases or clauses. However, when a list of

things follows a complete sentence or independent clause, a colon is used.

The following items are insulating materials: glass, plastic, rubber, paper, air, and mica. The following items are insulating materials is a complete sentence. It has a subject, verb, and complement. Therefore, you put a colon after it before adding the list.

Insulating materials are glass, plastic, rubber, paper, air, and mica. In this case, "Insulating materials are" is not a complete sentence. It needs the list to complete the thought. Punctuate the following sentences where necessary. In general, separate independent clauses with a period and capital letter. Remember, use a semi-colon to separate indepedent clauses only when they are closely related.

1. There are three logical groupings of electronics applications communications electronics, electric power, and digital electronics.

2. When electrons can move easily from atom to atom in a material, it is a conductor in general all the metals are good conductors.

3. Is the charge of a proton positive or negative

4. What a shock he received

5. We see the effects of electricity in a battery, static

charge, lightning, radio, television, and many other applications

Contractions and possessives are sometimes confused because both forms often require an apostrophe. If you THINK, these should give you no trouble. The rule for contractions is quite simple. Just put an apostrophe in place of the letters you leave out when you combine two words. When we contract two words to make one word, one of the words will always be a verb.

The rules for forming the possessive are equally simple. Form the possessive of a word by adding an apostrophe and "s" unless the word ends in "s." If the word ends in "s" already, just add an apostrophe after the final "s." The only exceptions are the possessive pronouns. They have no other form and do not require an apostrophe. Examples are: my, mine, our, you, your, his, her, hers, its, their, theirs. Before you make anything possessive, make sure that you want to show ownership. Not every word that ends in "s" is possessive.

III. Independent Practice

Put in the necessary apostrophes in the following paragraph.

Its going to be a summer of studying for my brothers. Theyre going to share Daves apartment at the university. They had thought of living in a dorm, but its too expensive to live on

campus. Daves apartment wont be so expensive with three to share the rent. They havent decided what course to take yet, but they'll no doubt take a science or mathematics course because those courses arent as tough in summer school. Daves best friend is a physics major, and a few nights free tutoring wont be unwelcome. They boys will be gone six weeks, or maybe all summer if theyre lucky enough to find jobs. Their aim is to get a difficult course out of the way, and also to do something they haven't done before.

IV. Closure

What are six general rules for using correct punctuation? Memorizing the correct uses of punctuation is important because writing anything without punctuation would be pointless.

LESSON 13

PURPOSE:

To aid the student in writing Standard English sentences using correct punctuation and capitalization.

OJBECTIVE:

A. Student will punctuate Standard English sentences correctly with commas.
B. Student will write Standard English sentences capitalizing properly.
C. Student will write quotations with correct punctuation and capitalization.

I. Focus

You know six basic rules for punctuating. There are some specific rules you need to know about using capital letters, commas, and quotation marks.

II. Explanation

Next to a period, the comma is probably the most important punctuation mark. Commas are so important that we have six rules

just for using them.

1. Put a comma before and, but, for, or, nor, yet, so when they connect two independent clauses.

2. Put a comma between items in a series.

Electronics, radio, and television are practical applications of the general principles of electricity.

Some words that make up a series, especially adjectives, are grouped together to create a particular image in the reader's mind. These words do not need a comma even though they form a series.

The navy blue night sky was sprinked with stars. In this sentence "navy blue" is one color that describes "night sky." You can tell if a comma is needed between two words by substituting "and" between them instead.

"The navy and blue and night sky....."

Dates and addresses, however, are always treated as a series, putting a comma after each item in the date or address, including the last.

He was born on May 3, 1918, in Dallas, Texas, and lived in Texas most of his life. When only month and year are used in a date, commas are not necessary.

3. Put a comma after an introductory expression or afterthought. The expression may be either a word or a clause.

Oh, I didn't know that.

Yes, I'll work.

Well, that's that.

Nevertheless, he agreed to go.

It's cold, isn't it?

4. Put commas around the name of a person spoken to directly.

Jack, hand me that screwdriver.

I believe, Jim, you are mistaken.

5. Put commas around an expression that interrupts the flow of a sentence. Some of these are however, moreover, of course, finally, therefore, by the way, on the other hand, I'm sure, I think, naturally, generally, etc.

Naturally, I hope you're right.

You realize, of course, we're going to be late.

Note that some of the above interrupters can also be connectors between two independent clauses. When they are used in that way, they must have a semi-colon in front of them and a comma after. If you're not sure whether they're interrupters or connectors, look for the subjects and verbs of the independent clauses.

6. Put commas around parenthetical information, i.e., words that give the reader more information, but are not essential to the meaning of the sentence.

Heinrich Hertz, who lived in Germany, proved that radio

waves travel with the same velocity as light waves.

III. Guided Practice

Punctuate these sentences according to the comma rules.

1. I've been having trouble concentrating lately and I have to do something about it.

2. Since I've been out of school for several years, it's difficult to get back in the swing.

3. Types of jobs in electronics include engineer teacher technician technical writer computer programmer drafter service worker tester and inspector.

4. Steve it looks like you're going to be late to class.

5. Technicians and service workers, of course, are needed for all different types of electronic equipment.

6. In 1831 Michael Faraday a British physicist discovered that a magnet in motion can generate electricity.

IV. Explanation

When writing about a conversation, or quoting a source in a research paper, you must identify the exact words of a speaker or author. Put quotation marks around the exact words of the speaker. The words that tell who the speaker is are set off with a comma.

William Shakespeare said, "There is history in all men's lives." If a direct quotation consists of several sentences, use quotation marks around the whole speech. Whether the quotation comes at the beginning or the end of a sentence, the quotation begins with a capital letter. It is really a sentence inside another sentence. However, if the quotation is broken, the second part of the quotation doesn't begin with a capital unless it is a new sentence.

When writing dialogue, begin a new sentence each time the speaker changes.

In addition to direct quotes, put quotation marks around the name of a story, poem, essay, newspaper or magazine article. Longer works such a books, plays, movies, or the names of the newspapers and magazines must be underlined.

V. Guided Practice

Punctuate the quotations in the following sentences, and underline or put quotation marks around each title. (If you have trouble, go back and look at the rules in the text.)

1. A man is rich said Thoreau in proportion to the number of things he can afford to let alone.

2. James B. Conant, former president of Harvard, said that a

liberal education is what remains after all you have learned has been forgotten.

3. Finish every day and be done with it said Ralph Waldo Emerson tomorrow is a new day.

4. The most valuable of all talents is that of never using two words when one will do said Thomas Jefferson.

5. I've just read Barn Burning, a short story by William Faulkner.

VI. Explanation

The rules for using capital letters are quite simple.

1. Capitalize the first word in a sentence.
2. Capitalize the first word of a direct quotation.
3. Capitalize every word in a title except prepositions, conjunctioms, and articles (a, an, the).
4. Capitalize names of people, places, languages, races, and nationalities.
5. Capitalize names of months, days of the week, and holidays, but not seasons of the year.
6. Capitalize a title of familial relationship when it takes the place of a person's name, but not when preceded by a possessive pronoun or other determiner.
   For example: I guess Grandather went fishing.
   My grandfather has gone fishing.

7. Capitalize particular people or things, but not categories of people or things.
8. Capitalize a compass point only when using it to specify a geographic region. For example: The silicon valley is out West. That's what I like about the South.

VII. Independent Practice

Write a short conversation between you and a classmate punctuating correctly with quotation marks, commas, and capital letters.

VIII. Closure

Commas probably add more meaning to the written word than any other mark of punctuation except a period. They help give emphasis and they clarify. What are the basic rules for using them? In order to document a conversation or quote a source correctly, we must know how to use quotation marks correctly. Can you formulate four rules for punctuating a direct quotation? What are the basic rules for capitalizing words?

IX. Journal Entries

Journal should have twelve entries. Are any mistakes still

recurring consistently? Are entries organized as to content? Are there glaring weaknesses in grammar? Does student use dialect extensively?

LESSON 14

PURPOSE:

To aid students in formulating a thesis and writing an outline.

OJBECTIVE:

Student will formulate a thesis statement from a broad topic and will write a sentence outline for a paragraph.

I. Focus

Now that you know what a thesis statement is, you can put the ideas you write down when you're free writing in an outline to help you organize a paragraph. Once you can outline a paragraph, you can use the same technique to outline a whole paper.

II. Explanation

The components of the paragraph you already know are the thesis statement and supporting points. Now add to those a concluding sentence. If you are only writing one paragraph, the concluding statement will sum up what the paragraph says. It is more or less a restatement of the thesis sentence. A brief outline would

look something like this:

I. Thesis statement
II. Supporting details or body
    a. proof
    b. proof
    c. proof
III. Concluding statement

As a result of a, b, and c, the thesis is valid.

III. Guided Practice

The topic for this paragraph will be Electronics. What are some ways of limiting this topic? (Make a list of suggestions on blackboard.) What thesis statement could you make concerning this topic? (Put suggestions on board.)

Begin by free writing. Choose the thesis statement you want to make. Then, make an outline similar to the one described (above), but in your outline use only complete sentences. When the outline has been completed, checked, and approved, write a paragraph from the sentence outline you made. You should have to do no more than rewrite the outline in regular paragraph form. Make the subject of every sentence in your paragraph the same, not the same word, but a word that refers to the same subject.

IV. Closure

What steps to better writing have you reviewed in writing this paragraph? What are the parts of a paragraph outline? What is a concluding sentence?

LESSON 15

PURPOSE:

To aid the student to write Standard English sentences using correct grammar.

OBJECTIVE:

A. Student will write Standard English sentences making subjects, verbs, and pronouns agree.
B. Student will be able to identify and use correct forms of subject and non-subject pronouns.
C. Student will be able to identify and correct pronouns which have no antecedent or do not refer to the right word in Standard English sentences.

I. Focus

As you know, the basic structure of a standard English sentence is "Who's doing what to whom," or subject-verb-complement. Since the parts of the sentence must relate to one another to be meaningful, all the parts of the sentence should agree in number. This means that subjects and verbs must agree in number, and pronouns must agree with the nouns they refer to.

II. Explanation

If the subject of a sentence is singular, the verb in the sentence should be a singular form. If the subject is plural, the verb form should be plural. If you are unsure about the singular and plural forms of verbs, refer to the table in the text of standard English verb forms.

"One" words and "body" words are singular. You know these words. They are:

one	nobody
anyone	anybody
everyone	everybody
each (one	
either (one)	
neither (one)	

Words known as "group" words take a singular verb because they represent a single unit. The rule for these words is that they are singular when you are speaking of the group as a whole and plural when you are speaking of the individuals in the group. Some examples of "group" words are:

group	band	heap
committee	flock	lot
crowd	class	audience

team	dozen	jury
family	kind	herd
number	public	none

My family is behind me. My family are scattered.

When you use a pronoun such as one of the possessive pronouns, it must agree with the noun it refers to in the sentence. For example: Each boy has his own car.

In addition to possessive pronouns, there are two other groups of pronouns:

SUBJECT GROUP	NONSUBJECT GROUP
I	me
he	him
she	her
we	us
they	them

A subject pronoun may be used as the subject of a verb or as a word that means the same as the subject. Pronouns in the Nonsubject Group are used for all other purposes. When a personal pronoun is used in conjunction with another person, a good way to tell which type of pronoun to use is to leave out the name. For example: He came with Jerry and me. By leaving out

Jerry you would say, He came with me. You wouldn't say, He came with I.

You must also be careful to establish the reference for the pronouns you use. Remember that a pronoun only has meaning to the reader if he knows what the referent for the pronoun is. Although you may know what you mean when you write a pronoun, your reader may not. What does this sentence mean?

Ted told his father he would have to take the TV to the shop. How might this sentence be made clearer? (direct quotation)

Another example of faulty reference:

I've always been interested in engineering and finally have decided to become one.

Another type of faulty reference is the dependent clause that doesn't refer to any specific part of the sentence.

No one could tell him where he had left his book which made him mad. What was he mad about? Was he mad because he lost the book, or was he mad because no one could tell him where it was?

III. Guided Practice

Choose the correct word in each sentence.

1. The hours spent on my hobby (are, is) the best part of

my day.

2. Both of us (has, have) been at fault.
3. It was a close game between my friend and (I, me).
4. Lou and (I, me) were gone three weeks.

(Additional exercise in text)

Revise the following sentences to make the meaning clear.

1. They offered me a job which pleased me.
2. She told her instructor she didn't understand what she was saying.
3. He asked the technician why he was having trouble.
4. Yesterday I turned in a paper that came back with an A grade.

(Additional exercises in text)

IV. Independent Practice

Write a paragraph about your hobby. Include one simple sentence, one compound sentence, and one complex sentence. Make all the verbs past tense form. When you finish, read the paragraph aloud. Be sure all subjects and verbs agree.

Now write one paragraph about your favorite class. Make all the verbs present tense. When you finish, read the paragraph aloud. Have you used the correct form verb for all verbs? Do all

pronouns you used have referents?

V. Closure

What are "one" words and "body" words? What are the uses of subject pronouns? Can you give an example of a non-subect pronoun? What is meant by the agreement of subject and verb? Why is it important to make subjects, verbs, and pronouns agree when we write?

LESSON 16

PURPOSE:

To aid student to organize, select, and relate ideas and to outline and develop them in coherent paragraphs.

OBJECTIVES:

A. Student will expand organization of paragraph to organization of paper.
B. Student will write short introduction and conclusion.
C. Student will write an outline.

I. Focus

You have written a thesis statement. You have written a paragraph supporting a thesis statement, and you have written a sentence outline for a paragraph including a thesis statement, supporting points, and a concluding sentence. You may use this same method of organization to write a paper several paragraphs long. You can expand the thesis statement to include an introduction and the concluding sentence to a concluding paragraph. Here's how.

II. Explanation (Outline drawn step-by-step on blackboard)

Just as you wrote a paragraph from an outline, you can write a whole paper from basically the same outline. Start with the introduction.

1. Introduction should include

A. Thesis statement

B. Setting. You may limit the scope of your paper in several ways. The introductory paragraph is the proper place to tell your reader where your thesis belongs in time and space. Stating the setting of your paper will also help you to focus. For example:

When we decided to bar TV watching on school days, we had a revolution. The children staged a protest worthy of any wartime resistance. For two weeks our house was in a state of siege. Then three things happened.

What is the thesis statement in this paragraph? Which sentence tells the setting of the piece?

C. Transition. The last sentence (Then three things happened.) prepares the reader for what is going to come next. One technique for writing a transition sentence is to mention some word in the transition that you will use again in the first sentence of the paragraph.

Now you have outlined an introductory paragraph. The body of your paper will consist of your supporting points. These can be points or reasons, a list of steps, or a sequence of events. How many paragraphs will be needed to complete the paper introduced by the sample paragraph? (3)

II. Point One

A. Topic sentence. What will this paragraph be about? According to the introductory paragraph, it will be about the first thing that happened to change things.

B. Supporting details. This part of the outline may have as many details as necessary to support or explain the topic sentence.

C. Transition. The concluding sentence of the paragraph will be the transition to the next paragraph or point two. When you outline, include as many points (paragraphs) as you need to support the thesis statement.

III. Conclusion. The concluding paragraph might sum up the points in the paper and should restate your thesis.

A. Summary of points

B. Restatement of thesis

III. Guided Practice

You are ready to outline a paper. Choose a topic and limit it so that it can be handled in three paragraphs plus an introduction and a conclusion. (A possible topic might be "Electronics has so many applications that the broad field must be considered in smaller areas.") Write a sentence outline of your paper. When you finish, compare it with the sentence outline you made for a paragraph.

IV. Closure

You will use the outline you are preparing to write a paper. What will you include in your introductory paragraph? What will you write in the concluding paragraph? How can you let the reader know whether you will discuss your thesis in the past or the present?

LESSON 17

PURPOSE:

To aid student in writing Standard English sentences with correct grammar.

OBJECTIVE:

A. Student will be able to identify and correct misplaced or dangling modifiers.
B. Student will use parallel construction.

I. Focus

Before you write a paper from your outline, you should be aware of some common problems that writers encounter. Learning to avoid them will improve your style. Two of these problems are misplaced and dangling modifiers, and non-parallel construction.

II. Explanation

A. Misplaced and Dangling Modifiers

Modifiers explain or describe other words in a sentence. All

three parts of the sentence, subject, verb, and complement may have modifiers. Sometimes a modifier is separated from the word it modifies by so many other words that it doesn't make sense.

Chasing a butterfly, we sat and watched the kitten. Who was chasing the butterfly? The kitten was, of course, but it was separated from the modifier, chasing a butterfly, by too many other words. How can this misplaced modifier be corrected? We sat and watched the kitten chasing a butterfly.

Sometimes a modifier has no word to modify. These are called dangling modifiers. Like the reader, they are left dangling.

At the age of nine my family built a house. What does "At the age of nine" modify? You can probably guess, but no word is provided by the writer of that sentence. How can this sentence be corrected? (When I was nine, my family built a new house.)

Here's another example. After a quick lunch, the test began. Who had lunch? How would you rewrite this sentence? (After a quick lunch, I began my test.)

B. Using Parallel Construction

Parallel construction simply means that when you write any kind of series, you put all the consitutents in similar form. For example: Transistors and tubes have similar uses for the control

of electron flow and amplifying signals. This sentence lacks parallel construction. The items in the series do not have the same form. If you write: Transistors and tubes have similar uses for control of electron flow and the amplification of signals, then the items are parallel. Control and amplification are both nouns. You could also write: Transistors and tubes have similar uses for controlling electron flow and amplifying signals. In this sentence the items in the series are the same form. They are both -ing words.

Using parallel construction can improve your style of writing and make it more effective. Here are some examples of effective parallelism:

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

-Francis Bacon

Every right implies a responsibility, every opportunity an obligation, every possession a duty.

-John D. Rockefeller, Jr.

III. Guided Practice. (Read sentences aloud. Student responds orally.) Correct these sentences either by shifting the modifier to the right place or by rewording the sentence.

1. At the age of ten my father became manager of his company.

2. I bought a TV from a repair shop with a bad capacitor.
3. After watching TV all evening, my homework was still undone.
4. Because of going to too many parties, my term paper was late.

Correct the following sentences so that they are parallel.

1. Each student was given a choice of writing a term paper, taking a written exam, or an oral report could be given.
2. I had read the textbook, read the reference books, written the term paper, and I had studied for the exam.
3. Among the advantages of my new job are the short hours, the boss is pleasant, and the good salary.
4. The box is six inches long and five inches in width.
5. I like taking a leisurely walk to campus, getting to class a few minutes early, and then I get myself organized to take notes before the lecture begins.

IV. Independent Practice

Make the supporting points of this thesis statement parallel.

Every college student should know how to type.

1. Some instructors require typed papers.
2. Saves time.
3. Get higher grades.

V. Closure

Misplaced and dangling modifiers and lack of parallel construction are common problems. How can misplaced and dangling modifiers adversely affect the meaning of a sentence? Parallel construction is not only grammatically correct, it is a very effective writing technique. Can you explain parallel construction. Can you give an example?

LESSON 18

PURPOSE:

To aid the student to write Standard English sentences with correct grammar.

OBJECTIVES:

A. Student will recognize and correct shifts in tense.
B. Student will recognize and correct shifts in person.

I. Focus

You have learned that parallelism is an effective way of writing. Parallelism can occur on many levels. You can make the sentences in a paragraph parallel in the sense that they all have the same subject in the main clause. Good writing requires that the writer be equally consistent in the use of tense and person.

II. Explanation

One of the purposes of providing a setting in the introduction of your paper is to let the reader know whether you will be talking about the past or the present. If you begin writing in the past

tense, don't change to the present tense. If you begin in the present, don't shift to the past tense halfway through your paper, and don't shift back and forth. Example: The bad guy shoots the good guy, but of course the good guy escaped. The sentence starts in the present tense, but the second clause is past tense. How can it be corrected? (The bad guy shot the good guy, but of course the good guy escaped, or The bad guy shoots the good guy, but of course the good guy escapes.)

If it becomes necessary to move from the past to the present, or vice versa, use a signal word to let the reader know that the setting has changed. Signal words that signal a change from past to present are: now, today, presently, currently, etc. Words that signal a change from present to past are: yesterday, then, last week, last year, in the past, etc.

The same rule holds true with person. While tense refers to the verbs in a paper, the person refers to the speaker. You may write a paper in first person-I, second person-you, and third person-he, she, it, they, a person, etc. First person is autobiographical. If you want to write as if you were there and are giving a first hand account, you may use the first person. Use second person when you are addressing the reader as in a "how-to" paper. Unless you are giving instructions to the reader, you should never write a paper in the second person. Third person is preferable for most discursive writing such as

you would do in a college course. In third person, the writer is talking about the topic or about someone else. If you begin a paper in third person, don't start talking to the reader later in the paper or become a character in the piece yourself by shifting to first person. Sometimes a shift to second person, you, is permissible as an attention getting device, but you do not need it for discursive writing. Here is an example of a shift in person:

A student should get to class on time; otherwise you may miss something. How can it be corrected? (Students should get to class on time; otherwise they may miss something.)

III. Guided Practice

Write a paragraph describing an accident you've had in the past. Then rewrite the paragraph describing the accident as if it is happening in the present.

Write a short paragraph telling someone how to do something. It will be a "you should" paragraph. Then write it over in first person "I should." Write it again in the third person using "the student should."

IV. Closure

Consistency makes your writing much easier for the reader to follow, and that raises the chances of your message being received in the way you intended. Avoiding shifts in time and person are two ways of being consistent. In formal writing, the person usually most desirable is third. When you use expressions like "I think," "I believe" and "I feel," your writing lacks conviction. Third person is more matter of fact. When are first and second person appropriate for writing?

LESSON 19

PURPOSE:

To aid the student in writing a paper with correct grammar and punctuation.

OBJECTIVE:

A. Student will recognize and correct wordiness.
B. Student will recognize and avoid use of cliches.

I. Focus

Good writing is concise writing. Never say something in ten words that you can say in five, or less. Wordiness means that you use more words than you need to get your message across. Another threat to concise writing is the use of cliches. Cliches are exressions that have been used so often that they have lost their originality and effectiveness. You must avoid wordiness and cliches so that your writing will not confuse or bore your reader.

II. Explanation

A. Wordiness

Sometimes we use too many words to get a simple idea across. "In this day and age" can be said more simply as "today." Another kind of wordiness comes from saying something twice. Exact same is an example. The words mean the same thing, so you do not need to say them both. Another type of wordiness comes from using expressions that add nothing to the meaning of the sentence. "The truth is I'm tired" says no more than "I'm tired." Can you think of other examples of these three kinds of wordiness?

The good writer THINKS of new ways to express himself. He doesn't need to resort to tired out expressions. Though cliches may come easily to mind and temp the writer, remember that they are boringly predictable. What are some cliches that come to mind? When you are writing, do not be tempted by them.

III. Guided Practice

Reword these sentences to eliminate wordiness.

1. The fact of the matter is that I completely forgot about the meeting that was scheduled for last night.

2. Most writers use too many words, repeating themselves and saying things over and over again.

3. What I intend to do is finish my year here and then look

for a job that will bring in some money.

4. Most people, you will find, want a business form that is clear, concise, and easy to understand.

Reword these sentences to eliminate the cliches.

1. I hadn't cracked a book all weekend, so I decided to do a little studying before I hit the hay.

2. All good things must come to an end, and I finally decided that I'd better hit the books.

3. I studied that night until I was blue in the face, but the next morning I was up bright and early and all ready to ace that exam.

IV. Closure

It's easy to avoid cliches and wordiness. They are enemies of good writing. You will save time and express yourself better if you avoid them in your writing.

LESSON 20

PURPOSE:

To aid the student in writing a well organized paper with correct grammar and punctuation.

OBJECTIVE:

A. Student will write a draft from an outline.
B. Student will use a checklist to proofread a draft and rewrite if necessary.

I. Focus

You have already prepared an outline that contains all the elements necessary for a well organized paper. Now write your paper using your outline.

II. Review

Make a checklist of things you have learned to improve your writing.

1. Does the introductory paragraph state the thesis?
2. Does each paragraph support the thesis?

3. Does each paragraph have only one main idea?
4. Are there transitions to tie the paragraphs together?
5. Does each paragraph have a topic sentence?
6. Does the concluding paragraph sum up the paper and restate the thesis?
7. Are your sentences structured correctly and clearly?
8. Have you checked any questionable spelling?
9. Is the punctuation correct?

III. Rewrite

Add any other reminders you need to your checklist. Read your first draft out loud. Check it against your list. Do any rewriting needed.

IV. Closure

You began with free writing, your unorganized thoughts. You have organized your thoughts and put them in a framework that can be used whatever topic you write about. If you take the time to plan your writing each time you write, you will develop writing habits that will soon become second nature.

Writing is not language, but now your writing will be an accurate representation of what you wish to communicate.